Faculty Senate
Monroe Community College

Faculty Senate Meeting
April 24, 2014

PRESENT: K. Aquila, M. Bates, A. Bauer, L. Carson, J. Case, N. Christensen, A. Colosimo, T. Conte, K. Doyle, P. Emerick, M. Ernsthausen, S. Farrington, R. Fisher, K. Mooney-Graves, E. Grissing, M. Heel, D. Henneberg, A. Hughes, M. Kachaluba, J. Mahar, B. Managan, J. McPhee, D. Navarro, M. Ofsowitz, H. Murphy, P. Ornt, E. Pierce, E. Putnam, M. Redlo, K. Rodriguez, M. Sample, T. Schichler, D. Shaw, K. Tierney, J. Wilkie, H. Williams, A. Wilson, M. Witz
ABSENT: R. Babcock, G. Fazekas, H. Fox, J. Kucich, E. Lanzafame, S. McCormack, P. Oettinger, J. Oriel, P. Peterson, J. Santos. G. Thompson, J. Wilson
GUESTS: D. Cecero, B. Dunning, T. Keys, K. Love, K. McKinsey-Mabry, H. Preische, T. Oldham, C. O'Shea, A. Topping, H. Wheeler, S. Williams
STUDENT REPRESENTIVE: S. Jopson, V. Patterson

Meeting called to order: 3:32 p.m.

1. **Guest Speakers:**
   a) A. Topping, K. McKinsey-Mabry, T. Keys and T. Oldham –New Downtown Campus update
   Background: A. Topping began by giving some background on the New Downtown Campus stating the Kodak building was purchased in June 2013, $72M has been budgeted for the project and MCC is planning to renovate approximately 275K square feet of space. She continued by explaining the county approved the full bonding early this year bringing the total to $72M and Governor Cuomo's Budget includes the remaining funding of $12M (previously designated for Renaissance Square funding). The construction is planned to being in 2015 with plans to relocate Damon City Campus in 2017. Partnerships on the project are LaBella Associates and DiMarco Construction.

   Steering Committee: A. Topping explained the New Downtown Campus steering committee planning began in February 2014 and has adopted the following guideline for planning the campus:
   - The core mission of access, academic excellence, innovation and individual student success
   - The desire to create an innovative, signature downtown campus
   - The vibrant culture of an urban setting
   - The support for engaged and effective community partnerships
   - The urgent need to satisfy workforce and labor market demands
   - The promotion of a collaborative and experiential learning culture
   - The ever-changing demands of a flexible and creative teaching and learning environment
   - The Damon City Campus legacy and the rich history of Kodak and the High Falls
   - A destination campus

   Student Services: A. Topping explained currently DCC has a one-stop design for Student Services and this will continue to be the model used at the New Downtown Campus. This design will include an Integrated Student Engagement Center (ISEC). The following is the delivery model, which will include cross-functionally trained faculty and staff, pointing out faculty and staff were solicited for input on what they would like to see in a student services model.
   - Student engagement (counseling, advising, enrollment services, wellness/health services, career/job placement, transfer, student leadership development, and targeted retention programs).

- Registration & Records and financial services (financial aid and student accounts), including a computer lab for workshops and community resource programming.
- Office of Campus Life (co-curricular programming, orientation programs, parking and ID services, fitness center oversight, student leadership development, and first-year experience programming).
- Auxiliary Services, including bookstore, child care, food services, fitness center, service desk, student and staff ID office, and shuttle services.
- Student Lounges and Gaming Room
- Staff Offices

Academic Services: K. McKinsey-Mabry began by explaining the academic program goals for the New Downtown Campus, which include the following:
- embodies the MCC mission, vision and values
- addresses all the facets of MCC's comprehensive academic and student services
- provides a learning environment that supports student engagement
- offers an increase and diversity of course options
- allows for a more centralized pre-collegiate and grant programs space
- creates a strong connection to an urban setting and the new neighborhood
- is a "Destination Campus"

K. McKinsey-Mabry explained the academic planning process, which included the structures of the steering committee and planning committee. There were also 8 faculty interviews conducted with SLAM, (a nationally recognized space Programming and Educational Planning Expert) giving faculty from departments identified as having potential space in the New Downtown Campus an opportunity to give their input.

K. McKinsey-Mabry stated the current programs at DCC would relocate to the New Downtown Campus, which included Education, Human Services, Law & Criminal Justice, Liberal Arts and ESOL/Transitional Studies. There are several programs that could potentially move from Visual and Performing Arts, which may include Advertising: Commercial Art, Graphic Design, Interior Design as well as Business Administration courses. Other current DCC programming to relocate include: Grant and pre-collegiate programs, AmeriCorps, Liberty Partnerships, Upward Bound & Upward Bound Math and Science, Rochester Early College International High School (RECIHS), Transition and Postsecondary Programs for Students with Intellectual Disabilities (TIPSID). Other proposed programs may include Horizons GED Partnerships and New Partnerships

She explained the Centers for Excellence, which is a vision of the Provost, is still being discussed. The following will be included in the center:
- Center for Teaching Excellence
- Law & Criminal Justice Loss Prevention Lab
- Center for Urban Entrepreneurialism, Small Business Management, and E-Business
- Center for Civic Engagement and Community Advocacy
- Center for New Residents

She continued by explaining the challenges for academic space and classrooms at the New Downtown Campus and gave the following goals:
- Innovative and flexible formal and informal learning spaces
- Gathering spaces for students that support engagement and learning and student and faculty dialog outside of class
- Fully integrated technology and tech-infrastructure to support learning
- Spaces that promote and facilitate cross-divisional collaboration
- Room to grow partnerships supportive of student success

ETS: T. Keys began by explaining ETS currently provides direct student and faculty support through the following services/area and the services will transfer to the New Downtown Campus: DCC Learning Commons, Records Management and Archives, PC & Networking Support, Mail Services and Network Infrastructure and Data Center.

T. Keys gave the following design principles for the campus:
- Users will have a consistent technology experience across all campus environments.
  - Students and faculty should have a seamless technology experience
  - The technology infrastructure will support a BYOD (bring your own device) environment
  - The technology infrastructure will include both wireless and wired access
- The design must encourage learning/social interaction throughout entire campus – learning should be able to occur everywhere.
  - This will require a comprehensive technology infrastructure that provides robust wireless access to promote this interaction.
- The campus will include both formal and informal learning environments.
  - Every space will have a basic, consistent technology footprint.
  Multiple modalities and flexible learning space designs will be present to support a variety of teaching and learning styles.
- The NDC will provide a complete data center disaster recovery site.

T. Keys explained the Learning Commons Design Principles
- Provides students and faculty with a hub for academic, technology, and student support services.
- Accommodate the services of: DCC Learning Commons, Integrated Learning Center, Faculty Innovation Center, Teaching Creativity Center and other appropriate areas
- Functions will include (but not be limited to):
  - One stop information desk to triage student and faculty needs.
  - Services will include information literacy (research support), academic tutoring, technology training/help, instructional design and development, classroom technology support, etc..
  - The design must support individual, collaborative, and social learning spaces.

Economic and Innovative Workforce Development Services (EIWDS): T. Oldham began by explaining his office along with the Corporate College, Workforce Development, and Grants Office will move from its current location (11000 square foot facility across from Brighton Campus) to the New Downtown Campus. The partnership program, the Foundation, will also co-share the 15,000 square feet net space. The final budget and design details are still being discussed.

He explained a potential SUNY 20/20 Grant could also be a factor in planning the New Downtown Campus. This would include a 25,000 square foot industrial training facility, which would give a permanent home to the apprenticeship program allowing MCC to double the size of the program.

b) B. Dunning and H. Wynn-Preische –Middle States update
B. Dunning explained every 10 years colleges and universities go through a self-study evaluation process including a peer review with the intent of affirming its accreditation. He explained the importance and benefits of the process.

The self-study leadership team is co-chaired by Bill Dunning and Holly Wynn-Preische with members including Valarie Avalone (College Accreditation Liaison Officer) Angel Andreu (Ex-Officio), Kristen Love (Ex-Officio).

H. Wynn-Preische explained the Middle States Commission on Higher Education (MSCHE) has 14 standards to evaluate representing all aspects of the College. The following is a list of the standards and study teams charged with examining each characteristic.

Name	Title	Department/Division	Liaison to Standard
Jodi Oriel	Associate Director	Student Life - Student Services	Standard 1: Mission and Goals
Darrell Jachim-Moore	Assistant VP	Administrative Services	Standard 2: Planning, Resource Allocation, and Institutional Renewal
Pat Bates	Director	Purchasing - Administrative Services	Standard 3: Institutional Resources
Sheila Strong	Executive Assistant to the President	President's Office	Standard 4: Leadership and Governance
Kimberley Collins	Assistant VP	Academic Services	Standard 5: Administration
Tokeya Graham	Assistant Professor	English/Philosophy – Academic Services	Standard 6: Integrity
Terry Keys	Assistant VP	Educational Technology Services	Standard 7: Institutional Assessment
Randy Bowen	Assistant VP	Enrollment Management - Academic Services	Standard 8: Student Admissions and Retention
Jerome St. Croix	Director	Financial Aid - Student Services	Standard 9: Student Support Services
Chris Abbott	Professor	Mathematics - Academic Services	Standard 10: Faculty
Bob Lasch	Coordinator	Applied Technologies – EDIWS	Standard 11: Educational Offerings
Char Downing	Dean	Curriculum and Program Development - Academic Services	Standard 12: General Education
Mary Rizzo	Coordinator	Dual Enrollment – Academic Services	Standard 13: Related Educational Activities
Wanda Willard	Professor	Psychology - Academic Services	Standard 14: Assessment of Student Learning

H. Wynn-Preische went over the following timeline for the evaluation pointing out it is a 2 ½-year process:
Appoint Co-Chairs - March 2013
Attend Self-Study Institute - November 2013
Finalize Self-Study Design - January 2014
Select Steering Committee - January 2014
Select Study Team Chairs- February 2014
Select Study Team Members - February 2014
Submit Self-Study Design to MSCHE- March 24, 2014
Visit to MCC by MSCHE Liaison- April 7, 2014
Orientation for Study Team Chairs and Members   May 2014-June 2014
Study Teams examine College's compliance with MSCHE 14 standards September 2014-June 2015
Write, revise, and integrate interim Study Team reports June 2015 - November 2015
Visit from Chair of Review Team   November 2015
Submit Final Report   January 2016
Middle States Evaluation Team VisitMarch 2016
Commission Decision July 2016

B. Dunning explained the self-study design chosen by the Steering Committee is the Comprehensive Self-Study Model with special emphasis on the College's four strategic directions: (1) Learning First (2) Workforce Education and Career Pathways (3) Partnerships and (4) Effectiveness, Efficiency, and Accountability.
Questions: M. Redlo asked if a replacement has been appointed for C. Downing on the steering committee. H. Wynn-Preische stated a name has been sent to the Provosts office however, she is waiting for confirmation. She clarified the appointments for the steering committee are approved by the President's office.

2. **Announcements (M. Ernsthausen)**
   a) M. Ernsthausen reminded Senators of the next college-wide social lunch on May 5, 2014 in Monroe B from noon - 1:00 and encouraged everyone to attend. A Senator expressed a concern from a constituent that the lunch was called College-wide however; it excludes Damon City Campus from attending the event since it is only held at Brighton Campus. M. Ernsthausen stated the Executive Committee is discussing a College-wide lunch at the Damon City Campus for the fall.
   b) M. Ernsthausen reminded Senators the deadline for the spotlight awards is May 1, 2014; more information can be found at http://web.monroecc.edu/FacultySenate/spotlight

3. **Student Announcements (S. Jopson)**
   S. Jopson stated M. White is the new SGA President. The SGA elections were postpones due to lack of interested candidates. He asked Senators to encourage their students to get involved in Student Government and direct anyone interested to the Office of Student Life and Leadership Development. M. Ernsthausen stated he attended the SUNY Voices Conference, hosted by FCCC and University Faculty Senate, where the importance of having student voices in shared governance and strong student government organizations was discussed and he reiterated the importance of getting students involved.

4. **The minutes from the March 20, 2014 Faculty Senate meeting were approved.**

5. **Future Action Items: The following will be voted on at the May Faculty Senate meeting.**
   a) J. Case proposed the following amends Faculty Senate Resolution 5.1.4 and 5.1.5, explaining the background for the amendments and the importance of clarifying the process.
   5.1.4 Three-Year Cycle of Terms for Department Chairs
   (1) The election of Department Chairs will be distributed so an equal (or nearly equal) number of Departments are participating in their regularly scheduled election in each of the three years of the cycle of terms for Department Chairs.
   (2) Priority will be given to maintaining this equal distribution and maintaining individual Departments regularly scheduled election times within this cycle, so there will be a sufficient number of experienced Chairs to assist with the mentoring of first-time Chairs. Thus, when an Interim Chair is appointed mid-term, a special election may also take place at the same time of year as the regularly scheduled elections following the procedures of Section 5.1.5, but that Department will resume its place in the three-year cycle of elections at its next regularly scheduled election.
   5.1.5 Appointment and Election Process for Interim Department Chairs
   (1) When the Chairpersonship of a Department is vacated in mid-term, the Dean overseeing that Department will appoint an Interim Chair.
   (2) That Interim Chair will serve in an interim capacity until the time of the next yearly Department Chair elections, at which time that Department will participate in a special Chair election, according to the same procedures for regularly scheduled Chair elections outlined in the other subsections of Section 5.1. Both the Interim Chair and other Department members may declare, or decline to declare, their candidacy as in a regularly scheduled election.
   (3) In order to give Department members sufficient time to decide upon their candidacy, if an Interim Chair is appointed after SCAA has sent out its letter to inform Departments of their upcoming elections but before those elections have taken place, then that Department will wait until the time of the following year's Department Chair elections. Therefore the longest time interval that an Interim Chair will serve in an interim capacity will be slightly more than one year. However, if in these circumstances a Department's regularly scheduled election was to take place that year, then that election will proceed as it normally would, and the Interim Chair will only serve for the short period until the regularly scheduled election.
   (4) After a special Department Chair election, whoever is elected will serve a shortened (i.e. one-year or two-year) term until the time of the regularly scheduled Chair election for that department. This will apply whether the individual elected was an Interim Chair or another member of the Department. An individual serving as an Interim Chair will no longer be considered interim once they have been elected in this manner.

Questions: K. Mooney-Graves asked why technical assistants could vote on the process for chair elections as members of the Faculty Senate however, they cannot vote in the chair elections. J. Case stated eligibility for voting for chairs is determined by each department.

b) M. Ernsthausen explained the FCCC would like the support of the Faculty Senate on the Resolution in Opposition to the Articulation Language in the Revised SUNY Program Review Form. (a copy is attached as Exhibit "A")

6. **Action Items:**

a. Curriculum Action Items:

1 New Program: 2013-NP1-Fall AS Fire Protection Technology

2 Program Revisions:

2014-PR7-Spring   AASHealth Information Technology/Medical Records

2014-PR12-Spring AAS Nursing

1 Program Deactivation:

2014-PD1-Spring AS Diversity and Community Studies track– Cultural Studies-DC04

Motion to approve the above new program, program revisions and program deactivation. Motion seconded. No discussion. Motion passed.

7. **Standing Committee Reports**

In order to allow more time for discussion during the meeting the standing committee chairs submitted their reports for Senators to review prior to the meeting. Questions and/or comments were taken regarding the following reports.

Standing Committees:

Academic Policies (E. Grissing) No report.

Curriculum Proposals (E. Putnam)

E. Putnam reports the following:

- The Curriculum Committee has given Final Approval to:

1 New Program: (today's action item)

2013-NP1-Fall   AS   Fire Protection Technology

2 Program Revisions: (today's action items)

2014-PR7-Spring   AAS   Health Information Technology/Medical Records

2014-PR12-Spring   AAS   Nursing

1 Program Deactivation: (today's action item)

2014-PD1-Spring   AS   Diversity and Community Studies track - Cultural Studies - DC04

1 New Course:

2014-NC4-Spring   MTH 182   Statistics Topics for the Social Sciences

1 Course Revision:

2014-CR37-Spring   SOC 203   Criminology

2014-CR39-Spring   CRJ 102   Introduction to Private Security - Loss Prevention

2014-CR38-Spring   HUM 210   Disability Across the Lifespan: Strategies for the Human
                                                            Service Worker

1 Course Deactivation:

2014-CD13-Spring   HMN 222   Humanities Capstone

- The Committee approved an editorial change (offering Spring semester only) for the following course:

2014-CR49-Spring   MTH 166   Introduction to Data Analysis with Excel

- The Committee approved WR certification for the following courses:

2014-CR50-Spring   ANT   All ANT courses except ANT 130 and ANT 205

2014-CR51-Spring   HIS   All HIS Courses

2014-CR48-Spring   POS   All POS courses

2014-CR47-Spring   SOC   All SOC courses

- The Curriculum Committee has posted for faculty review until 4/22/2014:

1 New Program:

2013-NP3-Fall   AAS   Information and Network Technology

5 New Courses:

2014-NC3-Spring	CRJ 281	Private Security/Loss Prevention Investigations
2014-NC10-Spring	HIS 109	Global History I: to the 1500s
2014-NC11-Spring	HIS 110	Global History II: since the 1500s
2014-NC5-Spring	IDE 131	Building Information Modeling
2014-NC6-Spring	IDE 132	Digital Visualization Techniques

5 Course Revisions:

2014-CR44-Spring	COM 264	Digital Audio/Video I
2014-CR43-Spring	COM 267	Digital Audio/Video II
2014-CR52-Spring	HMN/PHL	HMN 220, 221, PHL 108, 109 (Add MCC Gen Ed Soc Sci status)
2014-CR40-Spring	IDE 201	Interior Design III
2014-CR41-Spring	IDE 203	Interior Design IV

Curriculum Special Projects (P. Emerick)

P. Emerick reported the following:

- CLO Status: The committee has acted on all CLO's submitted prior to Spring 2014. We are still following up on some CLO's submitted prior to this Spring. We are now working on CLO's that have been submitted to the curriculum office this current semester.

- Infused Competency Update received from Michael Heel indicating the status of all Infused Competency Project. Below is a list of Committee chairs and where each committee is currently at in their project. The Special Projects is expecting some work from these committee in the upcoming month.

- • Values & Ethics Cmtee – Chaired by Bob Muhlnickel (English/Phil), with Shelley Fess (Nursing) as assistant; committee impaneled and has been meeting for the past month;
- • Diversity & Diverse Perspectives Cmtee – Co-Chaired by Susan Belair and Natasha Christensen (both AHPS); committee impaneled and has been meeting for the past month;
- • Distance Education Cmtee – Chaired by Cristina Rowley (World Languages); committee impaneled and has been meeting for the past two weeks;
- • Information Literacy Cmtee – Chaired by Matt Fox (TRS/ESOL); committee impaneled and has had organizational meeting this past week;
- • Critical Thinking Cmtee – Chaired by Jessica Wilkie (English/Phil), with Renee Dimino (TRS) as assistant; committee impaneled; will convene for first meeting after break;
- • Technological Literacy Cmtee – Chaired by Rory Butler (ICT); committee still being formed.

NEG (A. Wilson)

A. Wilson reported the following:

- The NEG Committee will hold an open hearing to discuss the proposed amendments to Faculty Senate bylaws (see below). The hearing will be held at Noon on Monday, April 28th in room 2-440 (Leroy V. Good Library, Brighton campus) and at Noon on Wednesday, April 30th in room 5057 at the Damon City Campus. NEG will conduct balloting electronically or by mail.

Proposal #1: BYLAW: Article IV. 2 Non-Voting Members

TEXT: The following personnel are non-voting members of the Faculty Senate: President of the College, Vice-Presidents, Executive Assistant to the President, General Counsel, Assistants to the President, Assistants to the Vice Presidents, Associate Vice Presidents, Assistant Vice President, Executive Dean, Deans, Associate Deans, Assistant Deans, Director of Public Affairs, Director of Human Resources, Controller...

Proposal: Edit to reflect title changes (i.e. Director of Public Affairs, Director of Human Resources, etc.) The following personnel are non-voting members of the Faculty Senate: President of the College, Provost, Vice-Presidents, Executive Assistant to the President, General Counsel, Assistants to the President, Assistants to the Vice Presidents, Associate Vice Presidents, Assistant Vice President, Executive Dean, Deans, Associate Deans, Assistant Deans, Controller...

Proposal #2: BYLAW: Article V, Section 2.C(5) Secretary Duties

TEXT: Distribute a list of respective constituents to each senator each January.

Proposal: Change to "Distribute a list of respective constituents to senators upon request." This reflects current practice.

Proposal #3: BYLAW: Article IX, Section 2.E Special Committee on Administrative Affairs
TEXT: Membership of this Committee shall be seven senators who are tenured faculty or non-probationary professionals.
Proposal: Change to "Membership of this Committee shall be at least seven senators who are tenured faculty or non-probationary professionals." This reflects current practice.

Planning (M. Redlo)

M. Redlo reported the following:
- The President has approved the following Strategic Planning Grant proposals for a total of $51,152 1. Mary Rizzo, Dual Enrollment $11,900 2. Jeremy Case, Lecture Capture $14,252 3. Albert Knebel, Physics Lab Upgrade $25,000
- The Committee met with Terry Keys and Ed Martin on the 21st to listen to technology and classroom updates. Also, the final weeks of the semester will be spent writing a step by step manual for the Strategic Planning Grant process.
- The Committee will be working with SCAA regarding the President's proposed reorganization.

Professional Development (H. Williams)

H. Williams reported the following:
- The Committee forwarded the names for Leave – Prof. Angelique Stevens will receive a semester-long Leave in 2015
- Committee member Mark Sample finalizing the Carmen Powers Legacy Lecture Series event, which is this Friday at 2:00pm in the Theater
- Committee members Amanda Colosimo, Linda Carson and Diane Navarro are finalizing the June Professional Development workshops, in coordination with the Human Resources office.
- The Committee received the nominees for Hanson and Professional Service Awards, and will make final decisions will be made by Monday the 28th.

SCAA (J. Case)

J. Case reported the following:
- SCAA has received a proposed reorganization from President Kress for its review. D. Shaw will chair the review process for SCAA. Since SCAA is involved in several ongoing searches, members from the Curriculum Projects and Planning Committee will be included in the review process. Senators and their constituents are encouraged to attend the many Open Forums on this reorganization and participate in SCAA's review process.
- The meeting with members of SCAA will meet with members of Administration on April 7th was canceled and the proposed merger between Records and Registration and Financial Aid departments has been put on hold.
- The search committee for Assistant to the President, Human Resources and Organizational Development is looking at candidates and will be conducting interviews starting in May.

8. **Old Business**
   No old business

9. **New Business**
   a) Proposed Reorganizational Structure
   - M. Ernsthausen stated in order to not overwhelm SCCA, D. Shaw will serve as interim chair for the proposed reorganizational structure along with additional member from Faculty Senate standing committees, Curriculum Project and Planning Committees, will assist with the open forums. He asked Senators to encourage their constituents to attend the open forums to give their input on the proposal. He stated the process is outlined in the Faculty Senate Bylaws and Resolutions. Further clarifying once a proposal is received by SCAA and the committee has five (5) weeks to respond. He stated anyone unable to attend an open hearing can forward any comments or concerns to him.

- J. Wilkie distributed a memo signed by 30 members (there are 66 members in the English Department during the spring 2014) of the English/Philosophy Department explaining concerns and objections to the proposed organizational structure to the attendees at the meeting. M. Ernsthausen encouraged the English/Philosophy Department to attend the SCAA open forums. (a copy has been attached as Exhibit "B")
- L. Pierce submitted a memo from R. Muhlnickel (English/Philosophy Department) on the proposed organizational structure to be included in the minutes. (a copy has been attached as Exhibit "C")
- M. Ernsthausen reiterated the importance of staying within the process and attending the SCAA open forums. He further stated he has a meeting with the President next week to discussion concern already being expressed on the proposal. He explained the Executive Committee members have discussed the process and are offering numerous opportunities for faculty to voice their concerns. The following are the dates of the SCAA open forums:

Brighton:

Monday, April 28 3:00 – 4:00		Forum
Friday, May 2, 12:00-1:00		Empire
Monday, May 5, 3:00 -4:00		8-200
Thursday, May 8, 11:00 - 12:30		Empire

DCC:

Tuesday, April 29, 3:00-4:00		Community Room
Monday, May 5, 12:00-1:00		Community Room

- H. Wheeler asked for clarification on the process. She understands there are numerous SCAA Open Forums on the proposal; however does this mean the Faculty Senate will not discuss the proposal. M. Ernsthausen stated there may be a discussion at the May Faculty Senate meeting. He will make sure it is added to the agenda. He reiterated the importance of following the process and attending the open forums.
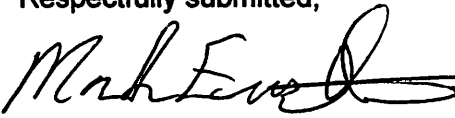
b) J. Wilkie stated, on behalf of some of her constituents, she would like to move to discuss a vote of no confidence of the President of Monroe Community College. M. Ernsthausen stated he believes this is not the appropriate time for this discussion. L. Pierce seconded the motion.

Discussion: M. Ernsthausen stated he would like to discuss the motion with the Executive Committee and hold off any discussion until the May Faculty Senate meeting. H. Wheeler asked M. Ernsthausen to clarify what that would mean. Further asking, whether the Faculty Senate may discuss it at the May Faculty Senate meeting or the Faculty Senate will discuss it at the May Faculty Senate meeting regardless of what the Executive Committee decides. M. Ernsthausen responded by stating the Executive Committee will decide how best to proceed and send out a response to the Senators at that time. A question was asked whether this mean there is a possibility it may not be discussed at the May Faculty Senate meeting. M. Ernsthausen stated this could be a possibility.

D. Shaw stated in the interest of time he would move to table the discussion on the motion to discuss a vote of no confidence of the President of Monroe Community College. He further explained, it was stated at the being of the meeting the intent of ending the meeting at 4:45, therefore this would not allow for a proper discussion of the motion. Motion seconded by E. Putnam. Motion passed.

Meeting adjourned at 4:45 p.m.

Respectfully submitted,

Mark Ernsthausen
President
Faculty Senate

Teresa Schichler
Secretary
Faculty Senate

Minutes approved at the May 15, 2014 Faculty Senate meeting.

Faculty Council of Community Colleges

RESOLUTION IN OPPOSITION TO THE ARTICULATION LANGUAGE IN THE REVISED SUNY PROGRAM REVIEW FORM

ASA3:2013-2014
Passed April 5, 2014

Whereas current SUNY policy requires that proposals for new A.S. and A.A. Degrees include documentation "that program graduates will be able to transfer into at least two registered baccalaureate programs," and complete them within two additional years of full-time study, and

Whereas a new revised SUNY Program Review Form (effective Feb 2014) used for the approval of new degrees requires "that the program's graduates be able to transfer into at least two parallel *SUNY* baccalaureate programs," and complete them within two additional years of full-time study, and

Whereas this change was made by the Provost's Office without consultation from the Faculty Council of Community Colleges, the Student Mobility Steering Committee or other affected SUNY constituencies, and

Whereas the language of the revised Program Review form implies that a new program without articulations to at least two SUNY institutions may ~~could~~ not be approved, and

Whereas the mission of the community colleges of New York is to serve a diverse population and to meet the needs of all of its students, and

Whereas graduates of the community colleges of New York transfer to a variety of SUNY, CUNY, private or out-of-state schools, and

Whereas depending on an individual student's academic, financial and personal needs, transfer within SUNY may not be the optimum choice for that student, and

Whereas the purpose of transfer path discipline initiative is to develop a set of required transfer courses that will ensure that students who transfer to a parallel program at a SUNY baccalaureate institution will be able to graduate with only four additional semesters of study rendering articulation agreements unnecessary, be it therefore

Resolved that the Faculty Council of Community Colleges does not support the revised language on articulation contained in the Program Review form and calls for an open, transparent dialogue regarding the relevant SUNY policies with all affected SUNY constituencies, and be it further

Resolved that the Faculty Council of Community College respectfully requests that the SUNY Office of the Provost return to the language on articulation of the previous Program Review form that contains the more flexible requirement until such dialogue can take place utilizing the best practices of shared governance.

Monroe Community College
STATE UNIVERSITY OF NEW YORK

MEMORANDUM

To: Faculty Senate Special Committee on Academic Affairs

From: Thirty members of the English/Philosophy Department*

Subject: Proposed Organizational Structure

Date: 4/24/2014

After examination of the proposed organizational structure, reading the accompanying memorandum, and attending President Kress's open forum, we have the following concerns regarding this proposal:

Appointment of Dr. Bartkovich as Provost/Vice President of Academic Affairs:

A provost/Academic VP is crucial to an institution and as such the process we have already established of using a dual committee approach should be continued. While this process does take time, there is no more significant academic officer at a College; MCC students, faculty, staff, and administration have the right to be involved in such a process through search committees, the interview process, and open forums. Appointing a person to this significant position circumvents the established practices, silences the voice of the College, and gives the President unprecedented power to choose a provost.

Dr. Kress provided Dr. Bartkovich's qualifications in the memo, and while some of those qualifications may be those we would look for in a provost, the very fact that he has been at MCC for many years and served the College in a variety of areas does not necessarily qualify him for the position. If he is as qualified as Dr. Kress believes, then he can certainly be appointed as interim and go through the national search process.

Of further concern, at the 4/22 open forum, President Kress listed a variety of skills and experiences that MCC needs in a provost including the management of a substantial budget, significant administrative experience, and an earned doctorate. What was not mentioned was telling: teaching. MCC has a tradition of having an academic vice president who has been a member of the teaching faculty for a significant period of time prior to moving to administration. The faculty at this College have spoken more than once regarding the importance of this qualification-- one that is being wholly ignored by President Kress.

Additionally, President Kress has indicated, both in her memo and in the 4/22 open forum, that because we have multiple significant areas of focus for the coming years, namely, a Middle States review and a new downtown campus, that we should not split our focus on conducting a long search process. While all three of these endeavors are time consuming and important, we contend that conducting a professional, rigorous, sound national search for a provost is our most important task.

Elimination of the Dean of Curriculum Position:

The proposed reorganization seeks to eliminate and consolidate positions in a sweeping manner that denies the centrality of Academic Services to institutional success including the elimination of the position of Dean of Curriculum

altogether. Moving the work of the Curriculum Dean to a Director level and the reporting structure from a direct report to the Provost to an Associate Vice President demotes the important work of this dean. Given the significant work of the curriculum dean in ensuring the academic integrity of our courses and programs as well as compliance with State Department of Education requirements and the State University of New York requirements, this position should be maintained as a dean.

At the 4/22 open forum, President Kress offered an explanation for this change by indicating that all our other deans are responsible for delivering programs and developing the curriculum so that changing this position is in keeping with that tradition as the Dean of Curriculum does not develop or deliver programs and courses. However, there has been no at large discussion of the definition of the role of dean as President Kress uses it in the new proposed organizational structure. It is highly problematic to change a job title based on a definition that has not been discussed or agreed upon by the institution.

As additional explanation for this change, President Kress indicated that many offices have picked up responsibilities that they shouldn't have had and that those need to be realigned. It was unclear, however, how this applies to the Curriculum Dean. What, specifically, does the Curriculum Dean do that the Director would not? Do these changes warrant not only the change in stature and title, but also in pay?

Lack of Fiscal Benefits:

Though it has been touted as a money-saving endeavor, no evidence has been presented to support this claim. President Kress indicated in her 4/22 open forum that this reorganization would realize a savings of "at least several hundred thousands of dollars" that would be ongoing, even factoring in the promotions this proposed reorganization includes. However, where this money would be saved and how this amount has been calculated has not been shared. If saving money is part of the impetus behind this proposal, we need to be provided with concrete explanations and accounting.

Furthermore, the institution's financial difficulties are on a far different, larger scale than the sort that can be navigated by the elimination of a few positions; according to Dr. Kress the only eliminations are two deans and one vice president. Given the numbers of promotions on the proposed chart, how will this money be saved? Anyone familiar with the sums currently being spent to heat and protect the Kodak building, for instance, is aware of the kinds of expenses MCC faces. And anyone familiar with the drop in enrollment (which isn't projected to shift positively in the next few years) can recognize that the income generated by the removal of a few administrative positions is not on par with the institution's expenses.

Restructuring of Areas that Result in Promotions:

The proposed organizational chart clearly assumes promotions for people in current positions. For example, the current Assistant Vice President in Academic Services would be given additional responsibilities in this proposal and a promotion to Associate Vice President. While President Kress has indicated that promotions were already in process before the proposed structure was developed, if that is the case, then how are these changes going to be factored into what appears to be additional work? President Kress did not provide an adequate response regarding these position descriptions.

Moving Assessment:

The explanation provided for moving assessment out of Academic Services and into Administrative Services indicates that doing so provides a clearly defined path of Institutional Effectiveness and makes assessment information available college-wide. This explanation is unclear and was not addressed at the open forum. The explanation in the President's memo doesn't indicate why this path is important, whether assessment is currently not working now, and whether assessment information is currently not available. While the open forum did indicate that we are being asked to do

more types of assessment than that of learning outcomes and that those types of assessments are connected to other areas outside of academics, the fact is that student learning in the classroom is at the core of what we do as an institution. MCC spent countless amounts of energy and time educating the teaching faculty regarding the value of assessment; moving this area outside of academics diminishes the important work of assessment and will likely devalue the process.

Shared Governance:

The concept of shared governance implies just that—a shared process that is transparent and inclusive. However, the proposed reorganization uses a model of shared governance that is in-name-only. Entities like the Faculty Senate and Faculty Association should have been asked to contribute to the creation of a reorganization model -- to be a part of its formulation from conception forward. Yet rather than experiencing a legitimate application of shared governance, the Senate has been presented with a fully formed document without genuine partnership and involvement in its creation. While President Kress has indicated this proposal was discussed across divisions, there has been no indication of how many people were consulted and what feedback was provided.

President Kress's approach to this reorganization seems to speak to what we might expect in the future regarding large-scale changes and the likelihood that faculty will be excised from central conversations about the institution's governance. If we, as an institution, accept sweeping changes, assumed promotions, unclear job descriptions and changes, and the appointment of significant positions without a national search, we have truly lost our way as an institution.

* This memo has been signed by thirty members of the English/Philosophy Department and provided to the SCAA committee; however, the names have been removed for distribution to the full Senate to protect those faculty members who are untenured.

Pierce, Elizabeth (English-Philosophy)

To: Muhinickel. Robert (English-Philosophy)
Subject: RE: reorganization

Jess, Heather, and Liz:

I've put my thoughts on the reorganization proposal below. I appreciate your efforts to communicate my and my colleague's concerns in the Senate

1. Introduction of the Reorganization and Appointment

The introduction of the reorganization plan seems precipitous – prompted by the provost's departure, etc. The dissolution of the ETS division and reorganization on short notice and without in-depth examination and planning is unwise. If the introduction of the reorganization is not precipitous but planned it has been introduced without involvement of the faculty, who as partners in governance of the college.

The appointment to the position of provost without faculty involvement and examination of the qualifications of multiple candidates abandons a process that has served the college well. Further, an appointment of a chief academic officer without faculty involvement communicates that faculty members are not partners in governance of the college but mere hirees.

2. The Size of the Academic Services Division

The reorganization leads to an Academic Services Division that is large, multi-faceted, and risks becoming fractured in goals. It is hard to conceive of the Provost of such a large division having the ability to represent the faculty, cultivate relationships with the faculty needed to advance professional development, and maintain the kinds of contacts with faculty needed for the provost to have a 'feel' for the work of teaching.

3. Financial Savings

The organization chart indicates the reorganization plan adds three or four new senior administrative positions (Assoc. VP Academic Services, Associate VP Instructional Services, and Assistant Dean Community Partnerships, and possibly Assoc. VP for Technology Services in Administrative Services Division) and and Director of the Curriculum Office, while it removes three senior administrative positions (one VP, DCC Dean, and Curriculum Dean). Without having budgets to compare these alternatives, I can only estimate. But these moves do not appear to reduce personnel expenditures by much.

Bob Muhinickel

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